



GEORGIA PROFESSIONAL STANDARDS COMMISSION

**BOARD OF EXAMINERS REPORT
FOR
DALTON STATE COLLEGE**

**GaPSC INITIAL APPROVAL REVIEW AND NCATE FIRST VISIT
OF THE PROFESSIONAL EDUCATION UNIT
AND EDUCATOR PREPARATION PROGRAMS**

On-site Review
February 20-24, 2010

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Dalton, Georgia
NCATE First Visit and PSC Initial Performance Review
February 20-24, 2010

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I. INTRODUCTION

Dalton State College located in Dalton, Georgia is a public college that began as Dalton Junior College as a part of the Board of Regents of the University System of Georgia in July 1963. In 1973, the college was selected to house a vocational and technical education unit offering certificates and applied science associate degree programs in addition to pre-baccalaureate program offerings. In 1998, the college was renamed Dalton State College. Dalton State College switched from the quarter system academic year to a semester based calendar. In 1999, the college developed Bachelor's degrees. Dalton State College is located in rural northwest Georgia and is designated as an open enrollment college by the Board of Regents.

Mission

The mission of Dalton State College consists of selection, support, and development of talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment; excellence in a learning environment dedicated to serving a diverse student body and promoting high levels of student achievement. The mission continues in the attempt to provide a range of educational and student life opportunities and appropriate academic support services. Dalton State College establishes in its mission public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region. Dalton State College's last core commitment of its mission is continuous improvement in all aspects of its operations through the use of inclusive participatory planning and meaningful assessment.

The School of Education

The teacher education program at Dalton State College developed out of a partnership between University of West Georgia and Dalton Junior College in 1983. In March 2007 Dalton State College received developmental approval from the Georgia Professional Standards Commission for the Professional Education Unit, Early Childhood Education program and for the ESOL Endorsement program. The School of Education currently consists of fifteen full-time and seven part-time faculty. There are a total of 168 candidates currently enrolled in the Bachelor of Science Early Childhood Education program and the ESOL Endorsement program. The mission of the School of Education is to prepare future educators who will challenge a new generation of students to reach their highest potential, acquire a love for learning, and become productive citizens in a 21st century democracy.

II. CONCEPTUAL FRAMEWORK

The School of Education's conceptual framework model was adopted and implemented in fall 1998 for both the University of West Georgia and Dalton State Junior College. The School of Education refined the conceptual framework in 2006. In March 2007, a decision was made to change the conceptual framework again. In fall 2008, the conceptual framework was expanded to include input from public school partners. Then in the spring of 2009, the unit's conceptual framework was adopted in its final form. At the core, the conceptual framework consists of four professional outcomes that guide the unit's work in preparing teachers. The four professional outcomes include competence, caring, collaboration, and reflection. The conceptual framework provides the foundation for the knowledge, skills, and dispositions of students within the School of Education. The conceptual framework is aligned with the ten INTASC principles. The conceptual framework aligns with the mission, philosophy and beliefs of the unit.

Context of the Review

The visit was an Initial Performance Review of the Professional Education Unit and Educator Preparation Programs. An Initial Performance Review is conducted within three years of a professional education unit or preparation program's developmental approval review to determine whether performance data indicate that candidates in the preparation program are meeting performance expectations delineated in standards.

The Initial Performance Review for Dalton State College took place over a span of five days from February 20-24, 2010. This was a concurrent visit with NCATE and the Georgia Professional Standards Commission. With this state partnership model, NCATE supplied four team members and the Georgia PSC supplied three members. All seven team members jointly voted on standards. The Georgia PSC Board of Examiners reviews the educator preparation programs, while the NCATE team examines evidence solely for the review of the professional education unit. The performance review examined Dalton State College's existing programs including the Early Childhood Education program and the ESOL endorsement. As well, a developmental review looked at five new secondary degree programs including Biology Education, Chemistry Education, English Education, History Education and Mathematics Education.

III. SUMMARY OF FINDINGS

**Dalton State College
PROFESSIONAL EDUCATION UNIT
AND EDUCATOR PREPARATION PROGRAMS**

**NCATE First and PSC Initial Performance Review
February 20-24, 2010**

GEORGIA STANDARDS FOR THE APPROVAL OF PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS (2008)								
	1. Candidate Knowledge, Skills, and Dispositions	2. Assessment System and Unit Evaluation	3. Field Experiences and Clinical Practice	4. Diversity	5. Faculty Qualifications, Performance, and Development	6. Unit Governance and Resources	7. Meets Requirements and Standards Specified in Rule 505-3-.01	8. Meets Appropriate Program Content Standards
Professional Education Unit (Initial)	M	M	M	M	M	M	M	M
ESOL (P-12; Endorsement)	M	M	M	M	M	M	M	M
Early Childhood Education (P-5; Initial, Baccalaureate)	M	M	M	M	M	M	M	M
Biology Education Developmental (6-12; Initial, Baccalaureate)	M	M	M	M	M	M	M	M
Chemistry Education Developmental (6-12; Initial, Baccalaureate)	M	M	M	M	M	M	M	M
English Education Developmental (6-12; Initial, Baccalaureate)	M	M	M	M	M	M	M	M
History Education Developmental (6-12; Initial, Baccalaureate)	M	M	M	M	M	M	M	M
Mathematics Education Developmental (6-12; Initial, Baccalaureate)	M	M	M	M	M	M	M	M

M = Standard Met NM = Standard Not Met M* = Met with Area(s) for Improvement

IV. FINDINGS FOR GEORGIA STANDARDS FOR THE APPROVAL OF PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS (2008)

**STANDARD 1
Candidate Knowledge, Skills, and Dispositions**

Information reported in the institutional report and program reports for Standard 1 was validated in the exhibits and interviews.

X Yes No

Element	Unacceptable	Acceptable	Target
1a. Content Knowledge for Teacher Candidates			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
1b. Pedagogical Content Knowledge and Skills for Teacher Candidates			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	

English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings:			
Element	Unacceptable	Acceptable	Target
1d. Student Learning for Teacher Candidates			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
1e. Knowledge for Other School Professionals			
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
1f. Student Learning for Other School Professionals			
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
1g. Professional Dispositions for All Candidates			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 1 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

STANDARD 2
Assessment System and Unit Evaluation

Information reported in the institutional report and program reports for Standard 2 was validated in the exhibits and interviews.

X Yes No

Element	Unacceptable	Acceptable	Target
2a. Assessment System			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
2b. Data Collection, Analysis, & Evaluation			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
2c. Use of Data for Preparation Program Improvement			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 2 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

STANDARD 3
Field Experiences and Clinical Practice

Information reported in the institutional report and program reports for Standard 3 was validated in the exhibits and interviews.

X Yes No

Element	Unacceptable	Acceptable	Target
3a. Collaboration between Professional Education Unit & School Partners			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
3b. Design, Implementation, & Evaluation of Field Experiences & Clinical Practice			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
3c. Candidates' Development & Demonstration of Knowledge, Skills, & Professional Dispositions to Help All Students Learn			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 3 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

**STANDARD 4
Diversity**

Information reported in the institutional report and program reports for Standard 4 was validated in the exhibits and interviews.

Yes No

Element	Unacceptable	Acceptable	Target
4a. Design, Implementation, & Evaluation of Curriculum & Experiences			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
4b. Experiences Working with Diverse Faculty			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
4c. Experiences Working with Diverse Candidates			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	

English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
4d. Experiences Working with Diverse Students in P-12 Schools			
Professional Education Unit (Initial)			
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 4 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

STANDARD 5 Faculty Qualifications, Performance, and Development

Information reported in the institutional report and program reports for Standard 5 was validated in the exhibits and interviews.

X Yes No

Element	Unacceptable	Acceptable	Target
5a. Qualified Faculty			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
5b. Modeling Best Professional Practices in Teaching			
Professional Education Unit (Initial)		✓	

ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
5c. Modeling Best Professional Practices in Scholarship			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
5d. Modeling Best Professional Practices in Service			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
5e. Professional Education Unit Evaluation of Professional Education Faculty Performance			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
5f. Professional Education Unit Facilitation of Professional Development			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	

Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 5 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

STANDARD 6
Professional Education Unit Governance and Resources

Information reported in the institutional report and program reports for Standard 6 was validated in the exhibits and interviews.

X Yes No

Element	Unacceptable	Acceptable	Target
6a. Professional Education Unit Leadership & Authority			
Professional Education Unit (Initial)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
6b. Professional Education Unit Budget			
Professional Education Unit (Initial)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
6c. Personnel			
Professional Education Unit (Initial)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
6d. Professional Education Unit Facilities			
Professional Education Unit (Initial)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
6e. Professional Education Unit Resources including Technology			
Professional education unit		✓	
Summary of Unacceptable Findings: N/A			

Standard 6 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

Georgia Standard 7

Information reported in the institutional report and program reports for Standard 7 was validated in the exhibits and interviews.

Yes No

Element	Unacceptable	Acceptable	Target
7a. Admission Requirements			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
7b. –Reading Methods (Applies only to ECE, MG, Special Ed-General Curriculum, Special Ed-Adapted Curriculum, and Special Ed General Curriculum/Early Childhood Education)			
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
7c. Identification and Education of Children with Special Needs			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
7d. Use, Application, and Integration of Instructional Technology			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	

Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
7e. Georgia P-12 Curriculum			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
7f. Professional Ethical Standards and Requirements for Certification and Employment			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			
Element	Unacceptable	Acceptable	Target
7g. Field Experiences Appropriate to the Grade Level and Field of Certification Sought			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 7 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

GEORGIA STANDARD 8
Alignment with Georgia Professional Standards Commission
Adopted Program Content Standards

Information reported in the institutional report and program reports for Standard 8 was validated in the exhibits and interviews. Yes No

Element	Unacceptable	Acceptable	Target
8. Alignment with PSC Adopted Program Content Standards			
Professional Education Unit (Initial)		✓	
ESOL (P-12; Endorsement)		✓	
Early Childhood Education (P-5; Initial, Baccalaureate)		✓	
Biology Education (6-12; Initial, Baccalaureate)		✓	
Chemistry Education (6-12; Initial, Baccalaureate)		✓	
English Education (6-12; Initial, Baccalaureate)		✓	
History Education (6-12; Initial, Baccalaureate)		✓	
Mathematics Education (6-12; Initial, Baccalaureate)		✓	
Summary of Unacceptable Findings: N/A			

Standard 8 Summary of Strengths: None

Areas for Improvement: None

Recommendation: Met

VI. SOURCES OF EVIDENCE

Documents reviewed:

Standard 1

1. DSC General Statement of Learning Outcomes
2. DSC Core Curriculum
3. ECE Core Curriculum
4. ECE Professional Program Blocks - I-IV Sheets
5. ECE Post-Baccalaureate Professional Program of Study Sheet
6. ECE B.S. with ESOL Endorsement Program of Study Sheet
7. ECE with ESOL Endorsement Post Baccalaureate Program of Study Sheet
8. Secondary Biology Program Sheet
9. Secondary Chemistry Program of Study Sheet
10. Secondary History Program of Study Sheet
11. Secondary English Program of Study Sheet
12. Secondary Math Program of Study Sheet
13. Teacher Candidate Observation Instrument Manual
14. Teacher Candidate Observation Instrument Form
15. Assessment of Professional Behaviors and Dispositions
16. 1a.2. TCOI, GPA, and GACE Basic Skills data tables
17. 1a.4 Employer and Graduate Surveys 2009
18. 1b.1 TCOI and APBD Spring 2009
19. 1b.3. Employer, Graduate, and Completer Surveys
20. 1c.1 TCOI data Spring 2009
21. 1c.1. Spring 2009 Data Chart
22. 1c.1. PGP Template
23. 1c.2 APBD data Spring 2009
24. 1c.2 TCOI data Spring 2009
25. 1c.2 Employer Survey
26. 1c.4 Employer and Survey data Spring 2009
27. 1d.1 TCOI Spring 2009
28. 1d.1 Block IV Teaching Unit
29. 1d.3 Employer and Graduate Surveys
30. 1g.2 APBD Spring 2009
31. 1g.3 APBD Spring 2009
- 32..1g.4 Employer and Graduate Survey

Standard 2

1. 2a.1 ECE Portfolios – Kassie Cudd and Jennifer Findley
2. 2a.1 TCOI Instrument

3. 2a.1 APBD Instrument
4. 2a.1 ESOL Course Syllabi (3)
5. 2a.1 ESOL Critical Assignment Report – Spring 09
6. 2a.1 Sample ESOL E-Portfolio
7. 2a.1 Sample Teacher Candidate's INTECH Folder / Portfolio
8. 2a.1 Course Syllabi
9. 2a.1 Critical Assignment Rubrics
10. 2a.1 GA PSC State Standards
11. 2a.1 APBD Instrument
12. 2a.3 Assessment Committee Agenda / minutes Fall 09
13. 2a.3 Teacher Education Council Agenda / Minutes Fall 09
14. 2a.4 TCOI Validity Paper
15. 2a.4 Teacher Candidate Orientation agendas
16. 2a.4 DSC Supervisor Orientation agendas
17. 2a.4 Faculty Meeting Agenda / Minutes – Inter-rater training
18. 2b.1 Assessment System Flowcharts
19. 2b.1 Spring 09 TCOI report
20. 2b.1 Spring 09 APBD report
21. 2b.1 Spring 09 Advisement Report
22. 2b.1 Spring 09 Site Supervisor Evaluation report
23. 2b.1 DSC Supervisor Evaluation report
24. 2b.1 Spring 09 Employer Survey report
25. 2b.1 Spring 09 Graduate Survey report
26. 2b.3 Complaint – Grievance Document
27. 2c.1 Focus Group Meeting agenda and minutes
28. Assessment Manual
29. Candidate Demographics F,'08, S,'09
30. Employer Survey Results

Standard 3

1. 3a.1 Formal Agreement Form for School Systems
2. 3a.2 Fall 2006 Focus Group Agenda
3. 3a.2 Fall 2008 Electronic Request for Input from School Partnerships
4. 3a.2 Fall 2006 ESOL Coordinators Planning Meeting
5. 3a.2 Teacher Education Council agenda
6. 3a.2 Site Teacher Orientation agendas
7. 3a.2 Human Resource Directors Planning Meeting for Secondary Programs Agenda
8. 3a.3 Site Supervising Teacher Evaluations Summary
9. 3a.3 School Placement Demographic Chart
10. 3a.3 ESOL Placements with ESOL Certified Teacher (Block III)

11. 3a.4 DSC Supervisor Training agenda
12. 3a.4 TCOI form and manual
13. 3a.4 SOE Handbook
14. 3b.3 APBD Instrument
15. 3b.3 TCOI form and manual
16. 3b.3 Verification of Lesson Form
17. 3b.4 INTECH Training Schedule
18. 3b.4 TCOI, Employer and Graduate Survey Data – Use of Technology as Instructional Tool
19. 3b.5 Site Supervising Teacher Demographic Form
20. 3c.3 TCOI Reflection Data
21. 3c.3 APBD Reflection Data
22. 3c.4 Spring 09 Final APBD Report – Block IV
23. 3c.4 Spring 09 Mid-Term and Final TCOI Report – Block IV
24. 3c.5 Teaching Unit Template and Rubric
25. 3c.6 Field Placement Rosters – ECE
26. 3c.6 Field Placement Rosters Middle / High – ESOL

Standard 4

1. 4a.2.1 ECE and ECE with ESOL Courses and Diversity Proficiencies
2. 4a.2.2 ECE Post-Baccalaureate Professional Program of Study Sheet
3. 4a.2.3 ECE B.S. with ESOL Endorsement Program of Study Sheet
4. 4a.2.4 ECE with ESOL Endorsement Post Baccalaureate Program of Study Sheet
5. 4a.2.5 Secondary Biology Program Sheet
6. 4a.2.6 Secondary Chemistry Program Sheet
7. 4a.2.7 Secondary History Program Sheet
8. 4a.2.8 Secondary English Program Sheet
9. 4a.2.9 Secondary Math Program Sheet
10. 4a.2.10 Diversity-Specific Courses
11. 4a.3.1 APBD Instrument
12. 4a.3.2 TCOI Instrument
13. 4a.3.3 Spring 09 Graduate Survey report
14. 4a.3.4 Spring 09 Employer Survey report
15. 4b.2.1 Unit Faculty Diversity Experiences
16. 4b.3 Faculty Recruitment
17. 4b.5.1 Dalton State College Strategic Plan, 2006-2010

Standard 5

1. 5a.1 Faculty vita
2. 5a.4 Part-time Faculty Information Sheet

3. 5b.1 Course Syllabi
4. 5b.1 Faculty template – modeling conceptual framework outcomes
5. 5b.5 Annual Faculty Annual Goals Template
6. 5d.1 SOE Annual Evaluation Guidelines
7. 5e.1 DSC Faculty Handbook
8. Faculty Scholarship List 2007-2010
9. Faculty Workload Formula and List

Standard 6

1. 6a.1 USG Academic Affairs Handbook
2. 6a.1 DSC Organizational Structure
3. 6a.1 DSC Faculty Handbook
4. 6a.1 DSC Catalog
5. 6a.1 DSC Student Handbook
6. 6a.1 Dean of SOE Job Description
7. 6a.1 SOE Faculty Minutes
8. 6a.2 DSC Website
9. 6a.2 SOE Website
10. 6a.2 Recruitment of Diverse Teacher Candidate
11. 6a.3 Office of Vice President of Academic Affairs
12. 6a.4 Advisement
13. 6a.4 Advising Folder
14. 6a.4 Academic Career and Enhancement Center (Academic Resources)
15. 6a.4 Counseling and Career Center
16. 6a.4 Disability Support Services Center
17. 6a.6 Unit Faculty Meetings
18. PRISM Brochure
19. 6b.1 2008 Budget
20. 6b.1 2009 Budget
21. 6b.1 DSC Foundation
22. 6b.2 Educational Technology Center
23. 6b.2 Teaching and Learning Center
24. 6c.1 DSC Faculty Handbook
25. 6e.2 Kassie Cudd's e-portfolio
26. 6e.2 Jennifer Findley's e-portfolio
27. 6e.3 LiveText
28. 6e.4 Derrel C. Roberts Library
29. 6e.4 Online Catalog
30. 6e.4 GALILEO
31. P-16 Planning

Georgia Standard 7

1. 7a ECE Application Packet
2. 7a Secondary Application Packet
3. 7a Appeals packet
4. 7a Provisional Admittance Student Agreement
5. 7b READ 3251 Syllabus
6. 7b READ 3262 Teaching Content and Process Reading Syllabus
7. 7b READ4251 Assessment and Correction Reading Syllabus
8. 7b EDUC 3263 Teaching Content and Process Lang Arts Syllabus
9. 7c EDUC 3101 Teaching the Exceptional Child Syllabus
10. EDUC 3120 Syllabus
11. 7c Teacher Candidate Observation Instrument and Instructions
12. 7d National Education Technology Standards (NETS)
13. 7d InTech Training Schedule
14. EDUC 3287 Syllabus
15. 7e EDUC 3902 Syllabus
16. 7e Alignment of GPSs with Biology Content Courses
17. 7e Alignment of GPS with Chemistry content courses
18. Alignment of GPSs with English Content Courses
19. 7e Alignment of GPSs with History Content Courses
20. 7e Alignment of GPSs with Math Content Courses
21. 7f EDUC 2110 syllabus / 7f EDUC 4289--Syllabus, Spring 2010
22. 7f EDUC 4289 Syllabus
23. 7f EDUC 4953 Syllabus draft
24. 7f Job Fair Flyer
25. Job Fair Info Sheet
26. Block I F07 Field Placement Chart.
27. 7g Block II Spring 2008 Field Placement Chart
28. 7g BLOCK III Fall 08 Field Placement Chart
29. 7g Block IV Spr 09 Field Placement Chart
30. Daily Sign-In Log for Field Placement

Georgia Standard 8

1. Alignment of Early Childhood Courses to PSC State Standards
2. Alignment of Early Childhood Courses to PSC State Standards and ESOL Standards

3. Alignment of Courses to PSC Chemistry State Standards
4. Alignment of Courses to Mathematics PSC State Standards
5. Alignment of Courses to Biology PSC State Standards
6. Alignment of Courses to English PSC State Standards
7. Alignment of Courses to History PSC State Standards

Persons interviewed:

Alejandro Mendez
Allen Lea
Amanda Hill
Amanda Weeks
Andy Meyer
Annaliese Cope
Anthony McArthur
Barbara Murray
Breanna Kilgore
Brittany Griffin
Burleigh Dighton
Cadi Dotson
Candace Lucero
Carol Pate
Catina Sexton
Chasidy Hulett
Christy Ayars
Christy Keown
Clare Hite
Collette Haws
Connie L. Ward
Danny Dunn
Dean Turner
DeNeale Elrod
Derick Holsonback
Diane Hodgkins
Don Amonett
Dr. Jodi Johnson
Dr. John Hutcheson
Dr. John Schwenn
Eric Howell
Fred Morris
Iraiz Vigil
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Jason Hobbs
Jennifer Findley
Jessica Dillard
Jessica Vess
Joan Chapman

Joe W. Davis
John (Kevin) Booth
Judy Cornett
Judy McEntyre
Karey Williams
Katie Brock
Larry Cooper
Laure Esters
Lelia Mullis
Lourdes Diaz Soto
Lynn Murphy
Maria A. Ortiz
Marlena Lawrence
Mary Edwards
Mary Nielsen
Megan Hopkins
Megan Miller
Michelle Ackley
Minnie Marsh
Nick Millwood
Orenda Gregory
Paige Holder
Pete Duzan
Rachel Runyan
Randal Griffus
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